

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
December 6, 2012**

The North Carolina State Board of Education met and the following members were present:

William C. Harrison, Chairman  
Wayne McDevitt, Vice Chairman  
Janet Cowell, State Treasurer  
Melissa Bartlett  
Christine Greene  
Shirley Harris

Kevin Howell  
Reginald Kenan  
John Tate  
Patricia Willoughby  
Jean Woolard

Also present were:

June St. Clair Atkinson, State Superintendent  
Earlie Coe, Local Board Member Advisor  
Patrice Faison, Principal of the Year Advisor  
Tyronna Hooker, Teacher of the Year Advisor

Darcy Grimes, Teacher of the Year Advisor  
Amberly Philips, Student Advisor  
Madison Bell, Student Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman Bill Harrison called the Thursday session of the December State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and reminded the audience that the Board held its committee meetings on Wednesday and today will vote on action items and receive reports on other topics.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Harrison reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

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Prior to beginning the work of the Board, Chairman Harrison noted the absence of Dr. Diane Frost, Superintendent Advisor, who is in Washington, DC, on a prior commitment.

Board member Melissa Bartlett was recognized to lead the Board with the Pledge of Allegiance.

### **APPROVAL OF MINUTES**

Noting two sets of minutes to approve this month, Chairman Harrison asked for a motion to approve the minutes of the October 31 and November 1, 2012, and the November 13, 2012, State Board of Education meetings.

#### ***Discussion/Comments:***

- There was no discussion.

*Mr. Kevin Howell made a motion to approve the minutes of the October 31 and November 1, 2012, and the November 13, 2012, meetings. Seconded by Ms. Melissa Bartlett, the Board voted unanimously to approve the minutes as presented.*

### **SPECIAL RECOGNITION**

- **Incoming State Board of Education Student Advisor**
  - ❖ **Ms. Madison Bell**

The Chairman asked Board members to welcome Ms. Madison Bell as the new junior student advisor. Ms. Bell is a junior at East Wake High School in Wake County. She ranks second in her class of 170. She is on the softball and cheerleading teams, and sings in her church youth choir. Ms. Bell also volunteers in a local nursing home. Ms. Bell wants to be a physical therapist and would like to attend UNC in Chapel Hill. Ms. Bell is the daughter of parents who both are Wake County School teachers. Ms. Bell was welcomed to her first official meeting and was presented with a crystal apple. She was joined by her mother and grandmother. The presentation was photographed.

- **Outgoing State Board of Education Local Board Member Advisor**
  - ❖ **Mr. Earlie Coe (Surry County Schools)**

On behalf of the Board, Chairman Harrison thanked Mr. Earlie Coe, NCSBA's Raleigh Dingman award winner and Local Board Member Advisor for 2012, for his commitment to public education and his service to the State Board of Education. After receiving a plaque from the Board commemorating his service, Mr. Coe spoke briefly about his experiences as a Board Advisor. The presentation was photographed.

## **KEY INITIATIVES REPORTS AND DISCUSSION**

### **➤ Career and College Ready, Set, Go/Race to the Top (RttT) Update – Mr. Adam Levinson (Director, Race to the Top Program)**

Mr. Levinson prefaced his comments by noting that the full RttT Monthly Status Report is located in the State Superintendent's Report. He encouraged Board members to read the report.

Over the last two weeks, the Leadership Team has traveled the state for a second round of the READY meetings. Visits included Williamston, Greensboro, Hickory, Asheville, Charlotte and Southern Pines. In December, the Leadership Team will also travel to Wilmington and Durham. Mr. Levinson noted good participation by teachers and principals as well as some central office personnel. Conversations focused on different initiatives including the Teacher Effectiveness work and Home Base. Webinars will follow and resources are being made available on the website.

In response to Vice Chairman McDevitt's question, Mr. Levinson clarified that the RttT grant is a four-year commitment that runs through September 2014. Mr. Levinson explained that conversations are occurring regarding sustainability when the grant ends. One of the deliverables is to ensure that a clear plan is in place for shifting funding and personnel to support certain initiatives. He explained that the RttT work is aligned and very intentional; it is about building capacity and not just infrastructure. Chairman Harrison noted that the staff is doing a great job to ensure sustainability.

## **STATE SUPERINTENDENT'S REPORT**

### **Special Honors and Awards**

#### **Raleigh Elementary School Teacher Wins Milken Award**

Tiffany Lachenmayr, a fourth grade math and science teacher at Timber Drive Elementary School in Garner (Wake County Public School System), received the surprise of a lifetime when she was named North Carolina's latest Milken Family Foundation National Educator Award winner and the recipient of a \$25,000 prize.

The surprise announcement was made during a school-wide assembly. Lachenmayr is among the nation's 40 most recent recipients of the Milken Family Foundation National Educator Award, which carries with it an unrestricted financial award of \$25,000 and membership in a network of over 2,500 past recipients from across the nation. Ms. Lachenmayr will be formally recognized at a future State Board of Education meeting.

### **Audit Report**

Dr. Atkinson provided an overview of the Audit Report for one of the 21<sup>st</sup> Century Learning Grants (federal grant). She explained that the report indicated that there was \$14,000.00 of a \$50,000.00 grant that could not be accounted for in expenditures. In 2010, the USED sent monitors to the program and they did not have any findings; in fact, they gave accolades to the program according to the report. However, after the 2011 summer program, the Department of Public Instruction detected problems. The Auditor's Office in collaboration with the Department of Public Instruction began an investigation. The Audit Report has been released and states there are \$14,000.00 in expenditures without accurate documentation. Department staff is looking at ways to minimize these problems in the future. These

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include the hiring of an internal auditor, Ms. Jeanni Allen, as required by state statute to review control and look at ways to institute as a part of the process. In addition, the Department is changing the application process where there is a greater emphasis on fiscal management, and we now have a contractor who is daily monitoring fiscal expenditures for the 21<sup>st</sup> century schools. The Department is also in compliance with the law where such situations are turned over to the State Bureau of Investigation.

### **Ready Regional Outreach Meetings Underway**

#### **Field Meetings Conducted in All Eight Education Regions**

Six of eight READY regional outreach meetings on remodeling our state's public schools have been completed. Topics covered include: Remodeling the NC Public Schools; Educator Evaluation; The General Assembly's New Accountability Model; and Home Base and Technology Resource Update. More than 2,000 teachers, principals and central office staff already have attended meetings in Charlotte (11/18), Greensboro (11/26), Hickory (11/27), Asheville (11/28), Williamston (12/3) and Southern Pines (12/4). Still to come are meetings in Wilmington (12/10) and Durham (12/11).

### **Superintendents' Quarterly Meeting**

#### **General Assembly's A-F Accountability Model, Educator Effectiveness, PowerSchool Discussed**

Department of Public Instruction staff met with superintendents from across the state in a quarterly meeting held in conjunction with the North Carolina Superintendents' Association winter conference. Superintendents discussed the General Assembly's A-F school level accountability model as well as the teacher effectiveness model, and Home Base and the implementation of PowerSchool.

### **Dedication of Sculpture**

A sculpture was given to the Department of Public Instruction from the North Carolina Arts Education Association. Ms. Sheryl Manning, Past President, and Sandra Williams, President, of the North Carolina Arts Education Association will dedicate the sculpture immediately following the State Board meeting. Board members and the audience were invited to end the dedication ceremony in the lobby on the first floor. Dr. Atkinson explained that the sculpture indicates the many integrated components of the Standard Course of "Study and the Essential Standards in the Common Core.

### **Recent Activities of the State Superintendent**

#### **☐ Delivered remarks/keynote address at**

- NC Business Committee for Education luncheon and meeting, Raleigh
- State Conference of NC School Counselors Association, Greensboro
- DPI Quarterly Management Meeting, Raleigh
- Leadership North Carolina reception, Raleigh
- Council of Chief State School Officers meeting, Savannah, Georgia
- Currituck County Board of Education meeting to present Order of the Long Leaf Pine to retiring school board member John Barnes, Barco
- NCSSA Fall Leadership Conference, Raleigh
- Town Hall Forum, Students for Education Reform, Chapel Hill
- Models of Innovation in NC Public Schools Business and Educator Roundtable, Sun Valley Elementary School, Monroe

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## **RttT Monthly Highlights of Activities Completed**

### **RttT Management:**

- Provided monthly RttT status report to State Board of Education (SBE), 11/1
- Continued approval of Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW)
- Provided edits to USED for the Year 2 RttT State-Specific Summary Report (10/26)
- Presented regarding RttT Progress to the Joint Legislative Education Oversight Committee 11/27
- Submitted budget Amendment for section D2 to USED (11/15)
- Continued work on production of podcasts for parents and communities
- Conducted first four Regional Round 2 READY outreach meetings (11/19, 11/26, 11/27, and 11/28); meetings will be conducted across the state in November and December 2012
- Initial staffing for RttT implementation (cumulative as of 11/27):
  - o Total positions filled: 118 of 121 total

### **Standards & Assessments:**

- Completed regional trainings for ELA, Math, Social Studies and Guidance (began the science regional trainings that will continue through the spring)
- Continued review of new Measures of Student Learning (MSL)/Common Exams to ensure alignment with the NC Essential Standards and the Common Core
- Prepared for MSL/Common Exam training module for scoring constructed response items by providing sample assessment items in high school science, social studies, ELA, and math with grading illustrations
- Completed Common Core and NC Essential Standards presentations for the 21st Century Community Learning Centers (CCLC) Directors (presented in Charlotte, Sanford, Thomasville, and Rocky Mount )
- Completed presentations on Common Core and NC Essential Standards to the NC Business Committee for Education and the NC PTA
- Began developing a technology tool to help teachers determine the three components of text complexity, which is one of the standards of Common Core ELA
- Completed development of additional Common Core literacy tools and resources (module part two, sample professional development (PD) agendas for teachers and administrators, white paper on literacy for birth to age three)

### **Data Systems to Improve Instruction:**

- Completing negotiations with vendor(s) for Home Base; plan to announce award by 12/31
- Continued developing the Home Base READY managing change effort; continued developing communication for LEAs/Charters around Tech Readiness; developing communications plan for Home Base training for both SIS and IIS components; conducted numerous presentations for stakeholders; made initial Home Base website available on 11/19
- Continued efforts to identify content for Home Base and to prepare to populate the Learning Object Repository (LOR); the LOR contract has been signed and transition plans are underway for moving tagged resources into the LOR
- Complete the final draft of the Data Guide by November 30, 2012; projected release January 2013
- Continued work on the second round of Data Modules; the modules, along with the Data Guide, are designed to help educators better know how to use the data that will be available in Home Base

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- Introduced the Student Ownership Module to district coordinators; the module is designed to help students understand how to use data and information to monitor their learning
- Continued work with the Shared Learning Collaborative (SLC) and Guilford County Schools on the Shared Learning Infrastructure (SLI) pilot

### **Great Teachers & Principals:**

- Created and continued revising preliminary blueprints for spring 2013 MSLs/Common Exams
- Held first training for selected validation study participants on the evaluation instruments for school psychologists, school counselors, school social workers, instructional technology facilitators and library media coordinators
- Completed analysis of student survey data and planned regional trainings on interpretation and use of the survey data; will present findings from the student survey pilot to the SBE on 12/5
- Released fall 2012 Common Exams to forty-one districts, one regional school, and two charter schools that opted to administer this fall. Administration will begin in mid-December
- Conducted Regional Leadership Academy Intern Networking Day 11/28; the event was co-sponsored by all three Regional Leadership Academies, Z. Smith Reynolds Foundation, and the James B. Hunt, Jr. Institute for Educational Leadership and Policy
- Continued administrative internships for Northeast Regional Leadership Academy (NELA) Cohort 2, Sandhills Leadership Academy (SLA) Cohort 2 and Piedmont Triad Leadership Academy (PTLA) Cohort 2 (internships)

### **NC Virtual Public Schools:**

- Face-to-Face and Virtual Teachers met in Professional Learning Networks to discuss content-specific best practices, issues, and technological strategies for content delivery
- The students from Laney High School (New Hanover County) are developing a Murder Mystery interactive game based on the content they learned in the Forensic Science course; this will be used as summative assessment of student comprehension for the Forensic Science course
- Developed two new IHE partnerships for using Mobile Technology in Science; currently considering plan for implementing best practices for Mobile devices in Science and working with one LEA face-to-face

### **Turning Around the Lowest-Achieving Schools:**

- Completed Comprehensive Needs Assessments at:
  - Tyrell County Middle & Columbia Elementary in Hyde County
  - SIG Schools:
- Hickory Career and Arts Magnet High School, Dillard Academy, Anson Academy, Warlick Elementary, and Coker-Wimberly Elementary
- Continued work on hiring for RttT positions:
  - Continued weekly interviews for Instructional Coaches and School Transformation Coaches
  - Hired School Transformation Coaches for Weldon City Schools
  - Working to hire remaining three RttT vacancies (two Instructional Coaches and one School Transformation Coach)
- Identified interim support for selected schools/districts until hiring process is complete for permanent positions; continued assignment process for deployment of new coaching staff in served schools
- Continued Professional Development and Coaching for currently served schools/districts

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- Held face-to-face midpoint meetings with districts that have TALAS schools, but are not in our ‘district model’ in order to remind them of all the components of the reform models chosen by their TALAS schools as part of Race to the Top
- Continue collaboration and coordination across DPI staff/initiative teams in implementing the Northeast Leadership Academy, Sandhills Leadership Academy, and Piedmont Triad Leadership Academy
- Continue collaborating with North Carolina Teacher Corps and the New Teacher Support Program teams as they continue working with TALAS schools and districts
- Continued working to develop agendas and coordinate the site visits for ‘Professional Development for School Leaders’ Session #8, which will consist of TALAS Principals visiting schools that have gone from low-achieving to success stories in North Carolina; nine sites have been selected (two high schools, three middle schools, and four elementary schools), seven of which are current Race to the Top TALAS schools

#### **NC Education Cloud:**

- Hosted Identity Access Management System (IAMS) RFP finalists for two-day proof of concept sessions
- Vetted Voice over IP and Mobile Device Management RFPs with NCDPI legal and with NCITS/SCIO leadership
- Completed in-house piloting of multiple application performance management platforms
- Met with financial and HR system vendors including EMS, K12 Enterprise, MS Dynamics, and SAS
- Initiated IAMS data integration and account provisioning discussions with Pearson PowerSchool engineers

#### **Science, Technology, Engineering & Math (STEM):**

- Received newly developed curriculum from NC School of Science and Mathematics on 11/15 for the last half of the first course in each of four STEM areas: Agriscience and Biotechnology I, Health and Life Sciences I, Aerospace, Security and Automation I, and Energy and Sustainability I. This included the 3rd and 4th quarter instructional course materials.
- Provided four days of leadership coaching for principals at three of the four Anchor Schools (one day each at Durham City of Medicine and Wake NC State ECHS, and two days at the Northeast Regional School) and 13 days of leadership coaching at 12 of the 16 Affinity Network schools [one day each at Avery HS, East Columbus HS, South Columbus HS, West Columbus HS, East Duplin, James Kenan, North Duplin, Wallace Rose, Southern Durham, Surry HS, and Athens Drive; and two days STEM Early College] (NC New Schools)
- Provided four days of Leadership Institutes (Common Practices Symposium): two days each for Anchor School principals at Durham City of Medicine and Northeast Regional School of Biotechnology and Agriscience (NC New Schools)
- Provided 22 days of Leadership Institutes (Common Practices Symposium): two days each at Affinity Network Schools East Columbus HS, South Columbus HS, West Columbus HS, Davie HS, East Duplin HS, James Kenan HS, North Duplin HS, Wallace Rose HS, Southern HS, and STEM Early College; and (Secondary Lens on Learning) 1 day each at Avery HS, and James Kenan HS (NC New Schools)
- Provided ten days of coaching for teachers at all four Anchor Schools: two days Craven East, three days Durham City of Medicine, three days Wake NCSU, and two days Northeast Regional School of Biotechnology and Agriscience (NC New Schools)

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- Provided 46.5 days of coaching to teachers at 14 of 16 Affinity Network high schools: five days Bertie HS, three days East Columbus HS, two days South Columbus HS, four days West Columbus HS, three days Valley Academy, three days Davie HS, four days East Duplin , two days James Kenan, one day North Duplin, four days Wallace Rose, five days Southern Durham, three days STEM Early College, four days Middle College, three and half days Athens Drive HS (NC New Schools)
- Provided five days of professional development (Common Practices Symposium) to teachers at three of the Anchor Schools: two days each at Craven East and Wake NCSU and 1 day at Northeast Regional School of Biotechnology and Agriscience (NC New Schools)
- Provided 14 days of professional development (Common Practices Symposium) for 3 teachers at East Duplin HS; two teachers each at Bertie HS, North Duplin HS; and one teacher each at South Columbus HS, West Columbus HS, Wallace Rose HS, STEM Early College; and (Secondary Lens on Learning) for two teachers at Avery HS, and one teacher at Wallace Rose HS (NC New Schools)
- Provided professional development through peer school reviews for one teacher at Wake NC State STEM ECHS on 11/2, 2 teachers at East Columbus 10/31, and one teacher at North Duplin HS (NC New Schools)
- Convened a mathematics development planning session to apply math across the curriculum with the Northeast Regional School at the STEM Education Center at ECU on 11/14 (NC New Schools)
- Conducted an Energy and Sustainability Industry Innovation Council meeting via conference call on 11/6 (15 attended) to bring principals and business and Industry together to collaborate and have a better working knowledge and approach to teaching, learning, and the communities' economic environments (NC New Schools)
- Provided regional action planning sessions on 11/27-29 to create partnership between principals at the Anchor and Affinity Network schools and six Leadership Innovation Network (LIN) groups (NC New Schools)

### **Evaluation**

- Published NC Teacher Corps/Teach For America annual evaluation
- Discussing and refining initial drafts of the fall reports - District and School Transformation, STEM, New Teacher Support Program, PD annual reports I and II
- Scheduled Leadership Team briefings for Professional Development reports (Volumes I ('Face-to-face') - and II ('Districts'))
- Participated in initial tele-meeting of national group of RttT evaluators
- Conducted further discussions and planning around 2013-14 evaluations, especially those that evaluate initiatives with a significant PD component



## **BOARD MEETING AND COMMITTEE CHAIR REPORTS**

### **CONSENT AGENDA**

Chairman Harrison moved to the Consent Agenda which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent agenda to be discussed on an individual basis. Consent items will be adopted as a whole.

Chairman Harrison noted three items for consideration and asked if any Board members wanted to remove any items from the Consent Agenda. Hearing no requests, Chairman Harrison asked for a motion to approve TCP 2 – Duration of International Faculty License; LFI 3 – Approval of LEA Technology Plan; and TCS 1 – Replacement of Compliance Commission Members.

TCP Committee Chair noted that the purpose of TCP 2 is to align the State Board’s policy with the national policy.

*Upon motion by Ms. Patricia Willoughby, and seconded by Ms. Christine Greene, the Board voted unanimously to approve TCP 2 – Duration of International Faculty License; LFI 3 – Approval of LEA Technology Plan and TCS 1 – Replacement of Compliance Commission Members.*

### **CONSENT**

#### **TCP 2 – Duration of International Faculty License**

**Policy Implications:** SBE Policy #TCP-A-001

**Presenter(s):** Ms. Shirley Harris (State Board of Education)

#### **Description:**

The U.S. Department of State permits individuals possessing a J-1 Visa to lawfully remain in the US for three years, plus a two-year extension, for a total of five years. The NC State Board of Education’s current policy regarding international faculty licenses does not allow for license renewals after the three-year period after the issuance date. In order to retain J-1 Visa teachers who are eligible to teach in NC and avoid a lengthy application process to extend the international faculty teaching licenses, the NC State Board of Education licensure policy should be consistent with the J-1 Visa time period. The recommended change to the international faculty license is provided for the NC State Board of Education for its review and approval.

#### **Recommendations:**

It is recommended that the State Board of Education review the recommendations.

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## ***CONSENT***

### **LFI 3 – Approval of LEA Technology Plan**

**Policy Implications:** General Statute § 115C-102.6C; Required for E-Rate priority 2 filings

**Presenter(s):** Mr. Neill Kimrey (Director, Instructional Technology, Academic and Instructional Services)

#### **Description:**

In accordance with the requirements for E-Rate Priority 2 applications, the technology plan for the LEA listed below has been approved by DPI Instructional Technology. DPI instructional technology and school connectivity consultants have evaluated the plans for their instructional and technical components. Final approval by the State Board of Education qualifies these LEAs for federal eRate monies, as well as a variety of private technology grants.

NC School for the Deaf at Morganton      Morganton      Burke County      Seventh District

#### **Recommendations:**

It is recommended that the SBE approve this technology plan.

## ***CHANGED FROM ACTION TO CONSENT***

### **TCS 1 – Replacement of Compliance Commission Members**

**Policy Implications:** SBE Policy # TCS-B-000

**Presenter(s):** Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy L. Howard (Director, Accountability Services)

#### **Description:**

The State Board of Education established the Compliance Commission for Accountability in July 1996. This Commission was charged with making recommendations to the North Carolina Department of Public Instruction and State Board of Education related to ABCs issues. In October, one member resigned from the commission. Several members are up for reappointment or replacement since their terms of office will expire on December 31, 2012. A chairperson also is recommended for a two-year term. Attached is the current list of Commission members. The names and resumes of the proposed new members were provided at the November meeting. The name of the recommended chairperson will be provided at the December meeting.

#### **Recommendations:**

It is recommended that the State Board of Education approve the recommendation for the new members and the chairperson of the Compliance Commission for Accountability.

## **ACTION AND DISCUSSION AGENDA**

### **GLOBALLY COMPETITIVE STUDENTS**

**(Ms. Patricia Willoughby, Chair; Melissa Bartlett, Vice Chair)**

#### ***ACTION***

##### **GCS 1 – Credit by Demonstrated Mastery**

**Policy Implications:** SBE Policy # GCS-M-001

**Presenter(s):** Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), Ms. Sneha Shah-Coltrane (Director, AIG and Advanced Programs) and Mr. Rob Hines (Director, LEA Projects)

#### **Description:**

Current SBE policies, including GCS-F-016, Policy Defining Academic Rigor; GCS-L-006, Policy for Adequately Informing Ninth Grade Students about Accelerated Preparation for College Entry; and GCS-N-004 (16 NCAC 6D.0503), State Graduation Requirements, encourage districts and schools to enable students to accelerate their learning. Demonstrating content mastery to earn credit is one mechanism that may allow some students to achieve that acceleration. Whether and how students should be able to earn course credit by demonstrating content mastery arose from several issues and perspectives over the last two years. Initially, mastery learning appeared as a seat-time waiver issue. It also arose from the academically gifted arena and from district-level credit recovery concerns. The core issues around awarding course credit based on content mastery are identical regardless of the outcome one seeks – acceleration, initial credit, or credit recovery.

In spring 2012, the DPI established a working group that included internal staff, NC Virtual Public School staff, and several school district representatives to study this issue and make recommendations to the SBE about policy changes that would permit students to earn credit by demonstrating content mastery. Key issues facing the working group included determining what a systemic approach to allowing credit via mastery learning requires and what constitutes acceptable evidence of mastery learning. The working group developed draft language to be added to SBE policy GCS-M-001, Course for Credit. This language is provided with these materials and is presented for discussion by the State Board of Education. Based upon discussion, staff will revise and re-submit for action in December 2012.

#### **Recommendations:**

State Board of Education members are asked to approve the proposed policy.

#### **Discussion/Comments:**

- GCS Committee Chair Patricia Willoughby explained that the Department of Public Instruction convened a group to study whether and how students should be able to earn course credit in an accelerated fashion; she noted tremendous support.
- There was no further discussion.

<p><i>Upon motion by Ms. Patricia Willoughby, and seconded by Ms. Christine Greene, the Board voted unanimously to approve the proposed policy change to SBE Policy # GCS-M-001 - Credit by Demonstrated Mastery as presented. (See Attachment GCS 1)</i></p>
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# ***ACTION***

## **GCS 2 – Guidelines for Academically or Intellectually Gifted (AIG) Programs**

**Policy Implications:** Article 9B, 115C-150.5-.8; SBE-adopted North Carolina AIG Program Standards, July 2009

**Presenter(s):** Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Ms. Sneha Shah-Coltrane (Director, AIG and Advanced Programs)

### **Description:**

Based on NCGS 115C-150.5-.8, SBE sets the guidelines for the development of local AIG plans for school districts. Once developed, local boards of education approve the official AIG plans and SBE provides feedback. Based on recommendations from the Office of the State Auditor in 2008, SBE adopted the NC AIG Program Standards in July 2009 as a mechanism to create a statewide framework for quality programming while honoring local context and flexibility. The NC AIG Program Standards were used by the LEAs as a guide for local AIG plans in the 2010-13 cycle. Local AIG Plan updates are due summer 2013 for the 2013-16 cycle. After implementation review and feedback from the field, the NC AIG Program Standards, with some technical corrections, are recommended to become SBE policy as the official guidelines for the development of local AIG programs and plans for all LEAs.

### **Recommendations:**

State Board of Education members are asked to approve the policy to establish the NC AIG Program Standards as the official guidelines for local AIG programs as well as the technical corrections to the NC AIG Program Standards.

### **Discussion/Comments:**

- GCS Committee Chair Patricia Willoughby explained that these are the guidelines for local AIG programs. She noted a lot of discussion on this item during the Committee meeting on Wednesday.
- There was no further discussion.

*Upon motion by Ms. Patricia Willoughby, and seconded by Mr. Kevin Howell, the Board voted unanimously to approve the proposed policy to establish the NC AIG Program Standards as the official guidelines for local AIG programs as well as the technical corrections to the NC AIG Program Standards. (See Attachment GCS 2)*

# ***ACTION***

## **GCS 3 – Kindergarten Entry Assessment (KEA) and K-3 Assessment: Guiding Principles for Development**

**Policy Implications:** Federal Grant: RtT/Early Learning Challenge

**Presenter(s):** Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Mr. John Pruette (Director, Office of Early Learning)

### **Description:**

As defined in the Race to the Top/Early Learning Challenge Grant, the Department of Public Instruction is responsible for the development of a Kindergarten Entry Assessment (KEA). Results from the assessment should be used to inform efforts to close the school readiness gap at kindergarten entry and to inform instruction in the early school grades. To meet these goals, North Carolina has chosen to embed its KEA within the revision of the current K-2 Literacy and Math Assessment. The focus for this revision will be on multiple domains of development and cover the K-3 learning continuum. To advance this work, it is important that a list of guiding principles be adopted to ensure proper focus regarding the development of these two resources for instruction.

### **Recommendations:**

State Board members are asked to accept the attached guiding principles to be used in the development of the Kindergarten Entry Assessment and K-3 Assessment.

### **Discussion/Comments:**

- Directing her comments to State Superintendent Atkinson, GCS Committee Chair Patricia Willoughby noted that under Dr. Atkinson's leadership, this is a very wise way to approach this within the revisions of the K-3 learning continuum, and the Committee moves approval.
- There was no further discussion.

*Upon motion by Ms. Patricia Willoughby, and seconded by Ms. Melissa Bartlett, the Board voted unanimously to accept the guiding principles to be used in the development of the Kindergarten Entry Assessment and K-3 Assessment. (See Attachment GCS 3)*

## ***ACTION ON FIRST READING***

### **GCS 4 – Race to the Top College Readiness and Enrollment Performance Measures**

**Policy Implications:** Race to the Top Goals and Measures

**Presenter(s):** Mr. Adam Levinson (Director, Race to the Top Program, Office of the State Superintendent) and Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support)

### **Description:**

North Carolina needs to update several pieces of data for the following College Readiness and College Enrollment performance measures on page 1 of the State Race to the Top (RttT) Detailed Scope of Work (DSW): "Average ACT Composite" and "College Enrollment."

- 1) ACT: In January 2011, as a result of the State Board's implementation of ACT statewide beginning in school year 2011-12, North Carolina shifted from using "SAT composite and participation rate" to using the "ACT composite and participation rate" as a College Readiness performance measure for the RttT grant from 2011-12 through the end of the grant period. As promised in January 2011, we will now use actual scores from initial statewide implementation of the ACT in 2011-12 as a baseline against which to set targets for the two preceding years. The baseline composite score is 18.2 (on 36-point scale) and the proposed targets for 2012-13 and 2013-14 are 18.3 and 18.4, respectively.

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- 2) College Enrollment: The USED definition of "college enrollment" is "[percent] of high school graduates who graduated with a regular high school diploma from a public high school, and who within 16 months of graduation enrolled in an institution of higher education (IHE)". As a result of data quality challenges associated with sharing data across education sectors in North Carolina, the State has only recently been able to produce a reliable figure for the USED-defined "college enrollment" measure. In the absence of this reliable figure, the NC RtT grant had initially used as its baseline figure one provided by the National Center for Education Statistics (NCES) in its comparative report on college enrollment across states. Now that the NC-produced figure is available, we will establish the actual figures for 2010-11 (64%) and 2011-12 (61.3%). We propose keeping the existing targets for 2012-13 and 2013-14, though we recognize that the existing targets are very ambitious given our current data.

#### **Recommendations:**

The State Board of Education is asked to approve this action.

#### **Discussion/Comments:**

- GCS Committee Chair Willoughby stated that the GCS Committee received an update from Mr. Levinson during its Committee meeting on Wednesday about updating the data with the implementation of the ACT and also looking at the USED college enrollment definition.
- There was no further discussion.

*Upon motion by Ms. Patricia Willoughby, and seconded by Mr. John Tate, the Board voted unanimously to approve the data for the College Readiness and College Enrollment performance measures in the RtT Detailed Scope of Work: "Average ACT Composite" and "College Enrollment. (See Attachment GCS 4)*

#### ***ACTION ON FIRST READING***

#### **GCS 5 – One-Year Waiver of Section C of SBE Policy GCS-C-003 (EOC as 25% of the Final Course Grade for the 2012-13 School Year)**

**Policy Implications:** SBE Policy # GCS-C-003

**Presenter(s):** Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy L. Howard (Director, Accountability Services)

#### **Description:**

The standard setting process for the new Algebra I/Integrated I, English II, and Biology end-of-course (EOC) assessments and their alternates is scheduled to take place during summer 2013. As such, no scores will be provided for these assessments until early fall 2013. Staff recommends State Board of Education (SBE) policy GCS-C-003 section (c) be waived for this school year only regarding public schools using the results from all operational EOC assessments as at least twenty-five percent (25%) of the student's final grade for each respective course.

#### **Recommendations:**

It is recommended that the SBE approve the recommendation regarding the waiver.

**Discussion/Comments:**

- GCS Committee Chair Willoughby noted that the GCS Committee held a good discussion about the recommendation for this school year only to waive SBE Policy # GCS-C-003 regarding public schools using results from all operational EOC assessments as at least twenty-five percent of the student's final grade for each course.
- Vice Chairman McDevitt inquired as to if this waiver requires federal approval. State Superintendent Atkinson explained that this is a State Board policy; therefore, does not require federal approval; and there is no correlation with Race to the Top.
- There was no further discussion.

*Upon motion by Ms. Patricia Willoughby, and seconded by Ms. Christine Greene, the Board voted unanimously to approve the recommendation regarding the waiver of SBE Policy #GCS-C-003 for this school year only. (See Attachment GCS 5)*

**DISCUSSION**

**GCS 6 – High School Accreditation Framework**

**Policy Implications:** Session Law 2011-306: HB 342

**Presenter(s):** Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy L. Howard (Director, Accountability Services)

**Description:**

Session Law 2011-306: HB 342 empowered the State Board of Education to accredit schools in North Carolina, upon request of a local board of education. This framework is an examination of what accreditation is and how the North Carolina Department of Public Instruction may proceed with implementing an accreditation process for high schools.

**Recommendations:**

State Board of Education members are asked for their input with the process.

**Discussion/Comments:**

- GCS Committee Chair Willoughby explained that this item is in response to the general statute that allows local boards of education to ask the Department of Public Instruction for accreditation. She explained that the discussion on Wednesday focused on the development of the process and the criteria.
- There was no further discussion.

This item is submitted for discussion at the December 2012 SBE meeting and will be returned for action at the January 2013 meeting. (See Attachment GCS 6)

**21<sup>ST</sup> CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT**  
**(Ms. Shirley Harris, Chair; Mr. John Tate, Vice Chair)**

***ACTION***

**TCP 1 – Reading Preparation for Pre-Service Elementary Education IHE Programs**

**Policy Implications:** State Literacy Plan (as approved 5/2012)

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Service & Instructional Support) and Dr. Lynne Johnson (Director, Division of Educator Recruitment and Development)

**Description:**

Based on state and national measures of reading achievement data, steps are needed to ensure that elementary education programs for teacher candidates include strategies, focused content, and enhanced preparation in literacy. The SBE approved the K-12 State Literacy Plan (5/2012). On page 30 of the Literacy Plan, “Five Priority Action Steps”, step 4 states “Enhance preparation and professional development for pre-service and in-service teachers.” Further, step 4 states “consistent emphasis on teaching research-based reading foundations in all teacher preparation programs.” These recommendations for IHE teacher preparation programs are in response to and an extension of the State Literacy Plan.

**Recommendations:**

It is recommended that the State Board of Education review the recommendations.

**Discussion/Comments:**

- TCP Committee Chair Harris noted a robust discussion about this item during the TCP Committee meeting on Wednesday. She explained that the Massachusetts Reading Test is the model that the Institutions of Higher Education (IHEs) will be using for their students. Chair Harris clarified that during the discussion on Wednesday, there was reference to ineffective teachers being required to take the test, and she noted that that language has been removed. She also stated that as staff moves forward, the Department will continue to monitor and recommend changes as needed.
- There was no further discussion.

Upon motion by Ms. Shirley Harris, and seconded by Mr. John Tate the Board voted unanimously approve the recommendations as presented. (See Attachment 1)

***NEW BUSINESS***

**Educator Effectiveness: Student Survey Update**

TCP Committee Chair Harris recognized Dr. Rebecca Garland and Ms. Jennifer Preston to present this update.

Dr. Garland directed Board members to their materials for a copy of the full report from the survey pilot and the PowerPoint presentation.



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Dr. Garland set the context for the presentation explaining that a lot of the work related to teacher effectiveness has been based on Measures of Effective Teaching research funded by the Bill and Melinda Gates Foundation. The purpose of that research study involving several school systems across the nation was to determine the best tools and information that can be given to teachers to improve their instructional program and improve outcomes for students. Dr. Garland noted that the Department has kept up with the research, staff has attended meetings and read the literature, and the Council of Chief State School Officers has held sessions where SEAs can keep up with the latest research in effective teaching. Additional findings will be released this year; however, the most recent findings from that study involving effective teaching are that multiple measures are important and must include student growth, which improves objectivity of evaluation. Using a PowerPoint slide, Dr. Garland showed that there is a correlation between those teachers who perform at the highest level regardless of the observation tool having a more dramatic student gain than those teachers at the bottom 25 percent in terms of performance on an observation tool. Dr. Garland spoke briefly about the role of student surveys noting that student surveys can play a role in professional development for teachers, teacher evaluation, and school improvement; and surveys also capture specific teacher behaviors that lead to student success, which can be useful formative information for improving practice.

In the spring of 2012, the Department invited approximately 188,000 students to participate in the pilot program involving 6,776 teachers, 912 schools and 41 LEAs. Survey methodology included focus on teachers in subjects/grades with state assessments (to allow for correlation with student growth); all grades; and the survey was given at schools of differing size, wealth, prior student growth patterns, and geographic location. Dr. Garland explained that all of the K-2 students took the survey in paper/pencil form. For students in grades 3 – 12, districts were encouraged to administer the survey online just to simplify the process and not have to deal with so much paper and shipping. However, some districts simply did not have the technology or bandwidth to administer all the surveys online, and did administer in paper. Fifty percent of the teachers administered the long version, which takes students about 20–25 minutes to complete; asks questions about the classroom and the school culture. Fifty percent of the teachers administered the short version, which takes about 10–15 minutes to complete; asks questions only about the classroom. The administration window was from April 16 to May 11 to accommodate as many different schedules as possible. A website was also launched dedicated specifically to the pilot (<http://www.tripodproject.org/ncdpi>).

In response to district requests, survey results were released on a staggered schedule so that superintendents received data first, then principals, then teachers. Confidentiality was not compromised explained Dr. Garland. Principals and superintendents only received school-wide data if there were at least five teachers at a school who administered the survey. The teachers received access to data on their class, but not which specific students responded in certain ways. All users logged into a secure website to access the data, and included a lot of resources on the website to help everyone think through the data and design strategies for improvement around the results. The Department is providing regional trainings in January – one in the central region, one in the west, and one in the east – for teachers, principals, and the central office staff members who served as district administrators to ensure they know how to use the data.

Dr. Garland shared result rates noting the top five LEAs with the highest response rates: Nash-Rocky Mount Schools - 87.4%; Richmond County Schools – 78.1%; Surry County Schools – 77.8%; Edgecombe County Schools – 77.3; and Cabarrus County Schools – 77.3%. She reminded the TCP

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Board members that the survey was developed by Dr. Ron Ferguson at Harvard University. She reviewed sample results from K-2, 3-5 and 6-12 constructs. Dr. Garland recognized Ms. Preston to review the data analyses.

Ms. Preston used a PowerPoint distribution graph to represent the number of teachers with survey composites in certain bands. She noted for example, that more than half of the teachers who participated in the survey had a survey composite between .5 and .75. Ms. Preston explained that this means that the students of these teachers responded fairly positively to the survey questions. Only 29 teachers in the entire pilot had survey composites below .25, which would indicate the students responded negatively to most of the questions. Ms. Preston explained that to make the analysis easier, staff calculated a survey composite by taking all the responses that a student provided, and calculating a summary measure of how positively that student responded to the survey. In addition, staff took all of the summary measures for the students in a teacher's class, and then averaged them together to produce a survey composite for the teacher. Staff also checked the results of the survey program for biases. The study showed that there is a significant relationship between gender of the teacher and the student survey composites. Students of female teachers tend to respond more positively to the survey questions, although the actual difference is fairly small. There is a significant relationship between the race/ethnicity of the teacher and the student survey composites. Students of white teachers tend to respond more positively to the survey questions than students of teachers of other ethnicities and races, although, again, the actual difference is fairly small. There is no relationship between the poverty level of a school, which is defined as the percentage of students eligible for free and reduced lunch. Additionally, Ms. Preston noted that there is a very weak negative relationship between the racial/ethnic diversity of a school, which is defined as the percentage of students at a school who are members of a racial or ethnic minority group, and the survey composite. She noted that students tend to respond more negatively to the survey questions as the schools become more diverse. There is also a very weak relationship between the school size and the survey composite. As schools get bigger, students tend to respond to the survey more negatively. She also noted a very weak relationship between SBE region and survey results.

Ms. Preston stated that important relationships exist between the teacher evaluation results, school-wide growth (i.e., the ABC Model), and student growth value for a teacher. She explained that when using the teacher evaluation results, staff considered how students perceive their classroom environment and the instruction they receive, and how principals evaluate their teachers; and, there is a disconnect between the two measures. In addition, when considering school-wide growth, there is a difference in how students responded in schools that exceeded expected growth, but no difference between how students responded in schools that do not meet growth and schools that do meet growth. In response to Mr. Tate's question about the disconnect, Chairman Harrison explained that there are many components in the evaluation instrument that are not known to students in the classroom and don't matter to students in the classroom. While it is important that teachers are leaders in the school and involved in professional growth, students only care about what is happening to them in the classroom. Ferguson's data indicates a strong correlation between student survey and student outcomes in tested areas. Chairman Harrison referenced slide 18 and stated that he was thinking about some of the conversations on Wednesday and his notion is that 0.0 - 0.25 is a weak teacher who needs help; .25 - .50 is a little less than okay and needs help as well. He shared comments about conversations with teachers over the last several years and his concern about the divisive discourse and the underlying rhetoric being used. Conversations need to be around how to grow when programs such as the Teacher Academy is gone, NCCAT is underfunded by 50 percent and the state is not providing professional development to help

those teachers that need it most. The Chairman reiterated the importance of communicating with teachers and principals so that they understand that the State Board of Education and the Department of Public Instruction understand and respect the jobs they are doing even though others may not.

Ms. Preston stated that for the teachers who are doing a good job, they want to do better and this type of feedback is very concrete. According to Chair Harris, once teachers see the survey, it makes them aware that they need to be doing certain practices. Ms. Preston shared that in the last analysis when considering the teacher-level growth data, staff has to talk about two versions of EVAAS: The univariate response model (URM) that is used for value-added analysis for grades 5 and 8 and the high school courses, and the multivariate response model (MRM) that is used for grades 4 – 8 ELA and Math assessments. Ms. Preston explained that, of all the analyses, the greatest differences observed in how students respond to the survey came when staff looked at the difference between students of teachers who exceeded expected growth and teachers of students who did not meet expected growth. She noted that in a fairly significant way, students can distinguish between teachers who do not meet expected growth or who exceed expected growth. Staff next examined the relationships between student growth and how students responded to survey questions about the specific constructs covered with the survey. She noted that the pilot results aligned with what other researchers have found, and staff also found the strongest relationships between how kids responded to questions about challenge and control.

As it relates to next steps, Dr. Garland shared that the Department recommends to issue a Request for Information (RFI) to ask for vendors to cost out statewide administration under a few different scenarios (i.e. administer twice per year, administer once per year, etc.). She noted that staff has learned that the Tripod survey used in the MET Study is public domain; North Carolina would have access to the survey. What does cost is the logistics, how it is administered, and how the data is received back. She explained that the analyses for the pilot were done in-house by staff. The cost of the Tripod is the administration and the infrastructure requirements; therefore, staff recommends a fact-finding mission about what it would take to administer it online, etc. She noted that staff members believe it is a powerful tool and offers promise for being in the teacher evaluation system. But, staff would like a statewide administration before a final decision is made so the Board will have data from all teachers. Once data is available, strong decisions can be made. She shared that Dr. Ferguson says that one administration is very informative; the survey itself becomes more powerful, however, when used three times. A brief discussion occurred about allowing LEAs to use the survey multiple times throughout the year. They also talked about variables that are not controllable by the teacher. Mr. Tate stated that it would be nice to have a sample of schools that are fully loaded with counselors, nurses, and all support levels that we know work against the sample we have today. A brief conversation ensued about the value of this survey. In closing comments, Dr. Garland noted that staff are looking at the data now and will come back to the Board about what the percentages in Standard 6 need to be and if the Board wants to include school-wide data.

**TWENTY-FIRST CENTURY SYSTEMS  
BUSINESS/FINANCE AND ADVOCACY COMMITTEE CHAIR REPORT  
(Mr. Kevin Howell, Chair; Mr. Tom Speed, Vice Chair)**

***DISCUSSION***

**TCS 2 – NCVPS Advisory Board Membership**

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**Policy Implications:** SBE Policy # TCS-B-002

**Presenter(s):** Dr. Tracy Weeks (Executive Director, NC Virtual Public School)

**Description:**

Article III (d) of the North Carolina Virtual Public School Advisory Board by-laws states that new board members will be nominated by the current board members or NCVPS representatives then presented to the SBE for approval, and Article II (a) of the North Carolina Virtual Public School Advisory Board by-laws states that the North Carolina State Board of Education (SBE) shall approve nominations for members of the NCVPS Advisory Board.

**Recommendations:**

The State Board of Education is asked to approve nominations for new and returning membership to the North Carolina Virtual Public School Advisory Board. Returning members will serve for one year beginning in January, 2013. New members will serve for two years beginning in January 2013. The member list is provided in an attachment. Also approve Melissa Thibault as the chair of the Advisory Board for 2013.

**Discussion/Comments:**

- This item will return for Action in January

**LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT**  
(Ms. Melissa Bartlett, Chair; Ms. Jean Woolard, Vice Chair)

***ACTION ON FIRST READING***

**LFI 1 – Online Course Requirement Policy Development**

**Policy Implications:** N/A

**Presenter(s):** Dr. Tracy Weeks (Executive Director, NC Virtual Public School)

**Description:**

There is increasing interest across the United States and in North Carolina in providing all students with the experience of taking a course online so that they are better prepared to be 21<sup>st</sup> century learners beyond their secondary school years. Currently, six states have some form of requirement for students to take a course online in order to graduate from high school. There is interest in having a similar requirement for North Carolina students.

NCVPS would like to conduct a study with interested school districts to understand the impact of such a requirement on the public schools so that a policy may be developed to go into effect for students in North Carolina no later than the graduating class of 2020. The study would focus on budget, infrastructure, planning, instruction, teacher preparation and training needs both for the LEAs and for NCVPS. An examination of the many online options available for students would also be studied in order to determine how students could meet this proposed graduation requirement.

### Recommendations:

The State Board of Education is asked to direct NCVPS to develop a policy recommendation for State Board of Education approval requiring each student in North Carolina to successfully complete a teacher-led online course before they graduate beginning with the class of 2020. During the 2013-14 academic year, NCVPS shall conduct a pilot with a small number of LEAs in order to study the planning and implementation process as well as the impact on the LEAs and on NCVPS that need to be outlined in the policy.

### Discussion/Comments:

- LFI Committee Chair Melissa Bartlett noted a thorough discussion of this item during Wednesday's LFI Committee meeting. Upon approval, NCVPS will conduct a pilot to examine the planning and implementation process of an online experience for students. After the pilot is completed, NCVPS is directed to develop a policy recommendation for State Board approval requiring all of North Carolina students to complete an online course prior to graduation.
- Chairman Harrison clarified that the purpose of the pilot is to help determine how NCVPS might meet the requirements. It is not a matter of developing a policy. It is developing an implementation plan for the 115 LEAs and public charter schools. The action that the State Board takes is beginning next year, students will have an online experience prior to graduation. There needs to be a policy that there is a requirement beginning with the graduating class of 2020, which will be the sixth grade class of 2014. State Superintendent Atkinson suggested that in order to align with other State Board policies, to include the "entering sixth graders of 2014" in the policy because citing the graduating class alone can sometimes be confusing. Chairman Harrison also added that the policy be explicit that this requirement can be met at the middle school level. Chairman Harrison asked Staff Attorney Katie Cornetto to weigh in on the motion. She explained that the motion on the floor by Ms. Bartlett is as written. Ms. Cornetto stated that she hears the discussion in the form of a substitute motion that needs clarification language about the starting date for the entering class of sixth grade to clarify the graduation date for the field.
- There was no further discussion.

*Ms. Melissa Bartlett made a motion, seconded by Ms. Jean Woolard, to approve a policy recommendation to require each student in North Carolina to successfully complete a teacher-led online course before they graduate beginning with the class of 2020 as presented.*

*Ms. Melissa Bartlett agreed to amend the motion to include clarification around the entering sixth grade class of 2014-15. The amended motion was seconded by Ms. Jean Woolard, and the Board voted unanimously to approve the amended motion. (See Attachment LFI 1)*

### **CHANGED FROM ACTION ON FIRST READING TO DISCUSSION**

### **LFI 4 – Recommendations Considering the Implementation of Virtual Charter Schools (Late Item)**

**Policy Implications:** General Statute § 115C-238.29A *et. seq.*

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

### **Description:**

In August 2011, Senate Bill 8 lifted the legislatively imposed cap on the number of charter schools. Prior to becoming session law, this bill went through multiple iterations with at least one version including language related to virtual charter schools. Since the bipartisan legislation contained no reference to virtual charter schools, the State Board of Education has decided to utilize its constitutional authority over all of public education to establish the framework for the implementation of virtual charter schools in North Carolina.

Through national research from other states, resources from the National Association of Charter School Authorizers, and consultation with multiple constituencies, their questions and concerns helped shape the proposed policy (TCS-U-015) and virtual charter school application that is presented for SBE approval.

Highlights of the proposed new policy regarding virtual charter schools includes: applications can only be submitted to the State Board, shortens the initial and renewal charter term for virtual applicants, outlines additional areas of school accountability, requires the mandatory planning year, and addresses funding levels.

The proposed virtual charter school application is built upon the application framework previously created by the Public Charter School Advisory Council. Specific questions related to virtual charter schools were incorporated into that framework, and any duplicative questions from the original application were removed. The Council has requested that their instituted page limitations for applications also apply to virtual charter school applicants as well.

Since the PCSAC has recommended a specific timeline to include a letter of intent, the timing to adopt the new policy and application is critical. The required letter of intent for applicants seeking to open in August 2014 is due in January 2013 with the actual application due in March 2013. Should a group not submit the letter of intent, they will need to wait an additional year before applying to receive a charter. The short turnaround creates the need for implementation of this virtual charter school policy and proposed application.

### **Recommendations:**

It is recommended that the SBE accept the recommendations as presented.

### **Discussion/Comments:**

- LFI Committee Chair Melissa Bartlett noted that this item was changed from an Action on First Reading Item to a Discussion item. She shared that the LFI Committee held a robust discussion about this item during its meeting on Wednesday. There were some substantive changes recommended for the policy which will come back to the Board for Action in January.
- There was no further discussion.

This item was changed from an Action on First Reading item to a Discussion item, and will be return for Action at the January 2013 meeting. (See Attachment LFI 4)

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***CHANGED FROM ACTION ON FIRST READING TO DISCUSSION***

**LFI 5 – Recommendations for Enrollment and Grade Expansion Request for Charter Schools (Late Item)**

**Policy Implications:** General Statute § 115C-238.29A *et. seq.*

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

**Description:**

As per G.S. 115C-238.29D(d), beginning with the charter school's second year of operation and annually thereafter, the State Board of Education shall allow a charter school to increase its enrollment by twenty percent of the school's previous year or as otherwise provided in the charter. This enrollment growth shall not be considered a material revision of the charter application and shall not require prior approval of the State Board.

Twelve charter schools submitted requests for consideration by the State Board of Education, two (2) requests have been submitted for enrollment and grade expansion, seven (7) requests have been submitted for enrollment increases, and three (3) submitted requests are to expand grade levels served. The requests are considered material changes to the charter and, as such, require SBE approval.

The SBE may approve additional growth if the State Board finds that:

- 1) The actual enrollment of the charter school is within ten percent of the requested maximum growth;
- 2) The charter school has commitments for ninety percent of the requested maximum growth;
- 3) The board of education of the local school administrative unit in which the charter school is located has had an opportunity to be heard by the SBE on any adverse financial impact the proposed growth would have on the unit's ability to provide a sound basic education to its students;
- 4) The charter school is not currently identified as low-performing;
- 5) The charter school meets generally accepted standards of fiscal management; and
- 6) It is otherwise appropriate to approve the enrollment growth.

LEAs, wherein the districts the charter schools are located, were contacted, provided the LEA impact statement template, and asked to submit an impact statement. Several LEAs provided impact statements, and they are included in the attachments.

**Recommendations:**

It is recommended that the SBE accept the recommendations as presented.

**Discussion/Comments:**

- LFI Committee Chair Melissa Bartlett explained that LFI 5 includes 12 requests for enrollment and grade expansion for charter schools. She stated that the LFI Committee held a thorough discussion of this item on Wednesday; the item will lie out for 30 days for additional feedback and discussion.
- There was no further discussion.

This item was changed from an Action on First Reading item to a Discussion item, and will be returning for Action at the January 2013 meeting. (See Attachment LFI 4)

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## **DISCUSSION**

### **LFI 2 – The Central Park School for Children Charter Amendment**

**Policy Implications:** SBE Policy # TCS-U-014

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

#### **Description:**

State Board of Education policy TCS-U-014 provided existing charter school a framework for which to seek approval to amend their charters. Although clearly delineating which amendments must gain State Board approval and which ones can be approved by the Office of Charter Schools, the policy concludes by saying: “Any proposed amendments not contained in Section 2 above must be reviewed and approved by the State Board of Education.” The proposed amendment below falls into that category and is now before the State Board.

The Central Park School for Children in Durham, North Carolina has served students since its opening in 2003. When the school opened, it served a diverse socio-economic population that has steadily waned over time. The charter school has modified its marketing strategy but has produced little success in boosting those diversity figures.

To help remedy this issue, the charter school is proposing (and awaiting State Board approval) to implement, for four years, a pilot lottery process that will give preference to students from families that qualify for Free and Reduced Lunch. Currently, the charter school has 10% of its population eligible for Free and Reduced Lunch, but the intended target is 40% by year four of this process. The proposed plan describes the overall plan and highlights how the charter school will conduct its lottery.

The charter school law is silent regarding preference given to students related to their socio-economic status. This proposal has been reviewed by legal counsel, and they believe it to be plausible.

#### **Recommendations:**

It is recommended that the SBE accept the recommendations as presented.

#### **Discussion/Comments:**

- There was no discussion.

This item is submitted for discussion at the December 2012 SBE meeting and will be returned for action at the January 2013 meeting. (See Attachment LFI 2)

## **DISCUSSION**

### **LFI 6 – Uwharrie Charter Academy Request to Amend its Charter (Late Item)**

**Policy Implications:** General Statute # 115C-238.29D(d); SBE Policy # TCS-U-014

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)



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### **Description:**

State Board of Education policy TCS-U-014 provided existing charter school a framework for which to seek approval to amend their charters. Certain amendments can be approved by the Office of Charter Schools while others must gain State Board approval. Relocation of a charter school must be reviewed by the State Board.

The Uwharrie Charter Academy is a preliminarily approved charter school that has not yet opened to serve students. The application indicated a proposal to locate within the Randolph County School district; however, they have encountered difficulty related to this facility. In September 2012, representatives from the charter school contacted the Office of Charter Schools regarding their need to relocate and cross into a separate school district – the Asheboro City Schools. They were informed that a letter needed to be written to the State Board of Education because this type of move required approval by the entity that granted a preliminary charter.

The letter requesting movement from the Randolph County Schools into the Asheboro-City Schools was submitted last week and is attached. The charter school is requesting at least four years in this new LEA with an eventual move back into the Randolph County Schools district as they occupy the originally planned facility.

The Office of Charter Schools, late last week, reached out to the new LEA to request an impact statement since they were not afforded the opportunity to present one as the application was reviewed by the Public Charter School Advisory Council and the State Board of Education.

### **Recommendations:**

It is recommended that the SBE accept the recommendations as presented.

### **Discussion/Comments:**

- LFI Committee Chair Melissa Bartlett explained that this item will lie out for 30 days for additional feedback and discussion.
- There was no discussion.

This item is submitted for discussion at the December 2012 SBE meeting and will be returned for action at the January 2013 meeting. (See Attachment LFI 6)

### **NEW BUSINESS**

Under New Business, LFI Committee Chair Melissa Bartlett reported that the LFI Committee heard a true success story from a student named Alex Brown, who takes 100 percent of his courses online.

## **CHAIRMAN'S REMARKS**

### **Legislative Update**

Ms. Ann McColl (Legislative Director)

Ms. McColl provided the legislative update from the context of the State Board's vision. She explained that since adopting the vision, staff has traveled the state and asked how the vision affects LEAs and local policies. Using a PowerPoint presentation, Ms. McColl noted that this is a conversation about shaping the direction of public education. She reminded Board members that this process started with the adoption of the Guiding Principles for the 2011 long session. Focus was on five critical areas to guide the State Board's approach to developing legislation as well as responding to legislation. Over the last 15 months, the State Board has worked to shift the conversation to a compelling vision grounded in the Board's values and the common good, according to Ms. McColl. In October, the Board adopted the two-page Vision and accompanying ten-page Paper. The Vision talks about a Great Public Education System and is about strengthening the hub through remodeling the agenda (RttT, professional development, etc.). Other key components include sufficient resources strategically allocated, and the need for prekindergarten in public schools (a number of organizations are interested in this issue).

The second concept is to build a flexible and coherent system. Ms. McColl provided a PPT chart that showed the Douglas County Schools (Colorado) portfolio of schools. She spoke briefly about that hub concept showing the wide range of options in that school district including private-partner schools, home schools, neighborhood schools, contract schools, blended charter schools, magnet schools, locally chartered schools, and online options. Ms. McColl noted that this was not to endorse this model, but has been part of the conversation as the State Board has emphasized a go-local approach to see more partnerships. Focusing back on the state level, Ms. McColl stated that the State Board is not starting with a blank slate as it is already populating a flexible and cohesive system with state charter schools, cooperative innovative early college high schools, residential schools, home schools, NCVPS, etc. The approach to legislation is more complex than before because it is not just thinking about school districts; the system must be scanned to see how well it is working. For instance, tweaking may need to be done to the legislation as it relates to the regional schools after the first year of operation, according to Ms. McColl. She also noted that the residential schools will also continue to be of interest to the General Assembly. Going forward, the State Board needs to look ahead to where we are going. She explained that the State Board can imagine the flexible and coherent system having even more choices, more ways of providing educational opportunities for students.

The two-page Vision states that this system must support the broad purposes of public education, which are included in the document, according to Ms. McColl. Also emphasized in the document are maximizing opportunities for all students; accessibility; accountability for high education standards, fiscal soundness and other key accountability standards for public schools; and an emphasis on community and collaboration.

Ms. McColl concluded her remarks by citing a quote from former Superintendent Craig Philips "If public education ceases to become the hallmark of our democracy - who must bear the blame?" She noted that she hoped this question will continue to be asked as the State Board works with the General Assembly on its legislative agenda.

Chairman Harrison reminded Board members that they were notified over the Thanksgiving holidays that Ms. McColl will be leaving for employment with the North Carolina Association of Educators (NCAE). After

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speaking briefly about Ann’s work, and on behalf of the State Board, Chairman Harrison expressed appreciation to Ms. McColl for her work on the vision statement and essential conversations. He wished her well in her next venture with NCAE. She was invited forward to receive a plaque commemorating her service to the State Board. The presentation was photographed.

#### **Other Comments:**

Chairman Harrison explained that on Wednesday, ten school districts who received the 2012 Innovator in Digital Learning award were invited to the Governor’s Mansion for a reception. The Board then hosted the award recipients for lunch and presented them with a plaque commemorating their accomplishments.

The winners include: Alleghany High School (Alleghany County), Asheboro High School (Randolph County, Cherokee County Schools, Granville County Schools, Hoke County Schools, Kannapolis Graded Schools (Cabarrus County), Mooresville Graded Schools (Iredell County), North Rowan High School (Rowan County), Rutherford County Schools, and Thomasville City Schools (Davidson County).

#### **OLD BUSINESS**

No old business was brought before the Board.

#### **NEW BUSINESS**

Board member Tate reported on the fourth round of graduates from the Regional Leadership Academy this past week at the Friday Institute.

Vice Chairman McDevitt reminded Board members that the Task Force on Global Education is in its final stage. He will work with the Chair over the next few weeks to provide a report to the Board.

Board member Willoughby reported that NCBCE is embarking on a partnership between business leaders and the NC Principal’s and Assistant Principal’s Association to pair a business leader with a school administrator. She also announced that the middle school Students@Work Program is focusing on the week of February 25. Ms. Willoughby asked anyone interested in participating to contact her for additional details.

#### **MEETING HIGHLIGHTS**

At this time, Chairman Harrison reminded Board members that in January 2011 they held a casual conversation about highlighting, at the end of each meeting, some of the items discussed that will have a direct impact on students. At that time, Chairman Harrison decided to implement a new tradition under his leadership of having a brief conversation each month to identify in very specific terms something the Board has accomplished to improve outcomes for children. Board members cited the importance of the NCVPS presentation with student Alex Brown, the new student advisor Madison Bell, Dr. Atkinson’s Report where the Board saw what VIF is doing in the field, the Massachusetts Literacy Program, and the student survey.

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Chairman Harrison then recognized a group of students from Arapahoe Charter School who were present in the audience. He noted that a group of students from Pamlico High School were present during the Board's Committee meetings on Wednesday.

Chairman Harrison requested that Dr. Tracey Weeks and Ms. Ann McColl reach out to NCVPS student Alex Brown to work on Ms. McColl's PPT slides prior to her departure.

Before requesting a motion to adjourn, Chairman Harrison reminded Board members about the Arts Sculpture dedication taking place in the lobby immediately following this meeting.

### **ADJOURNMENT**

*Indicating no other business, Chairman Harrison requested a motion to adjourn. Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Patricia Willoughby, Board members voted unanimously to adjourn the December 5-6, 2012, meeting of the State Board of Education.*